

DOCUMENT RESUME

ED 278 591

SO 017 769

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TITLE Social Studies Course Guides.
INSTITUTION Lebanon School Administrative Unit 23, NH.
PUB DATE Apr 84
NOTE 65p.; Light type may affect legibility.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Civics; *Course Content; *Course Descriptions;
*Curriculum; *Curriculum Guides; Economics Education;
Grade 9; Grade 10; Grade 11; Grade 12; High Schools;
*Learning Modules; Psychology; Resource Materials;
Secondary Education; Social Studies; United States
History; World History

ABSTRACT

Seventeen course guides for varied high school social studies subjects taught at Lebanon High School, Lebanon, New Hampshire, are included in this compilation. The titles are: (1) Civics 1, 2, 3; (2) United States History 1, 2, 3; (3) World History 1, 2, 3; (4) Psychology; (5) Sociology; (6) Human Relations; (7) Election Year; (8) Dangerous Parallel; (9) Native Americans; (10) The American West; (11) Over There; (12) American Market Economy; (13) Law 2; (14) Death, Grief, and Loss; (15) Women; (16) Lebanon's Future; and (17) Year 2000. Each course guide begins with an explanation and general summary of the course. An outline for each course follows and includes the following sections: (1) Course Outline; (2) Major Learning Objectives; (3) Teaching Strategies/Techniques; (4) Major Resources; (5) Methods of Evaluation; and (6) Career Implications. The guide also specifies level, prerequisites, credit given, length of course, and grading references. (APG)

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COURSE GUIDES
SOCIAL STUDIES DEPARTMENT
LEBANON HIGH SCHOOL

APRIL, 1984

By Arthur Pease

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TO THE EDUCATIONAL RESOURCES
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CIVICS I

This introductory course for Freshmen with poor reading and study skills deals with many basic citizenship topics. Students learn the basic rights guaranteed to citizens under the constitution and some of the responsibilities of Americans. Part of this responsibility includes knowing how government works. We study the levels and branches of government with particular emphasis on the duties and roles of public officials. There is also a considerable emphasis on the justice system including a visit to observe a session of District Court. The history of New Hampshire and Lebanon is studied looking at major trends and events. An introduction to the American economic system will also be given.

Grade: 9	LEVEL 1	PREREQUISITE: None
CREDIT 1	LENGTH 1 year	Grading Ref.: 3

I. Content Outline

A. Government Structure and Operation

1. Constitutional Basis
2. Levels
 - a. Local - county - state - federal
3. Branches
 - a. legislative - executive - judicial
4. Roles of Government officials.

B. NH and Lebanon History

1. Geography
2. Settlement
3. Growth
4. Economic Activity
 - a. agriculture
 - b. settlement
 - c. transportation
 - d. recreation/tourism
5. People
6. Contemporary Issues
 - a. growth
 - b. energy
 - c. taxation

C. What are your Rights

1. Bill of Rights
 - a. Freedom of speech
 - b. right to privacy
 - c. rights of the accused
 - d. other constitutional rights.

D. Our Economic System

1. Basic principles
2. Economic vocabulary
3. Consumer issues

Civics I continued

E. Crime and the Law

1. People in the courts
2. Court procedure
3. Civil Law
4. Criminal Law
5. NH Court system
 - a. District - Superior - Supreme - Probate
6. Federal Court System
 - a. District - Circuit - Supreme
7. Process of Appeal

II. Major Objectives

The student will be able to:

1. match rights granted in the Bill of Rights with their respective Amendments.
2. explain the basic function of the U.S. Constitution
3. correctly define terms such as freedom of speech, slander, libel, warrant, bail, fine, clear and present danger
4. construct a diagram showing the differing levels of state and federal courts
5. identify the duties of selected participants in a criminal or civil trial
6. arrange in proper chronological order the major events of the judicial process
7. list the different levels of government in the U.S.
8. identify the three branches of government and their major function
9. list the names of selected current office holders at local, state and national level.
10. identify the qualifications and terms of office for selected government officials
11. identify the major duties of selected government officials at the local, state and national level
12. explain the process of how a bill becomes a law
13. identify ways in which government can be influenced by groups and individuals
14. improve his/her reading and map skills by completing exercises
15. identify selected geographical features on a NH map
16. list two reasons for settlement of NH
17. identify major types of industry, agriculture, and transportation in NH history.
18. match selected ethnic groups with their contributions
19. identify causes and results of two current NH issues
20. explain the role of tourism and recreation in NH life
21. explain the concept of needs and wants and give examples of each
22. identify selected economic terms, such as: supply, demand, corporation, partnership, union and consumer

III. Teaching Strategies/Techniques

1. Reading
2. Group discussion
3. Sound Filmstrips
4. Films
5. Outside speakers
6. Slides
7. Worksheets
8. Court Field Trip
9. Maps

IV. Major Resources

1. "Cod, Cotton, and Condominiums"
2. Crime and the Law
3. Crime and the Law Workbook
4. Know Your Rights
5. Youth and the Law
6. Law: You, The Police and Justice
7. Three Branches of Government
8. NH State Government
9. Presidency Congress & Supreme Court
10. Real Life Citizenship Skills
11. Our Living Bill of Rights" SFS
12. "NH Government" SFS
13. "Our Government in Action" SFS
14. Parties & People SFS
15. Presidency, Congress & Supreme Court SFS

V. Methods of Evaluation

1. Tests
2. Quiz zes
3. Worksheets
4. Class Participation
5. Midyear and final exam
6. Project
7. Map work

VI. Career Implications

This course provides an introduction to the legal and public service fields by identifying the roles of various officials. It also overviews historical occupations in New Hampshire.

612 CIVICS 11

Civics 11 is required of all Freshman. The four major topics of study are government, law, basic economic principles, and New Hampshire history. Students will learn the functions and roles of federal, state, county and local government, with an emphasis on practical knowledge. The law component will deal with the role of the courts in our society and the rights/responsibilities of citizens in the judicial system. The economics section will cover basic economic principles and look at the role that government plays in our market economy. Finally, a study of the origins and growth of New Hampshire will give students a sense of heritage and the background to understand contemporary issues.

Grade:	9	Level:	11	Prerequisite:	None
Credit:	1	Length:	1 year	Grading Ref.:	3

1. Content Outline

A. Government

1. Basic terms
2. Executive Branch - Federal
3. Nomination Process and Electoral College
4. Legislative Branch - Federal
5. Judicial Branch -Federal
6. New Hampshire Government
7. Grafton County Government
8. Lebanon Government
9. Town Government
10. Schools in New Hampshire
11. Taxes in New Hampshire

B. New Hampshire and Lebanon

1. Geography
2. Settlement - Early Life
3. Revolution - Growth
4. Agriculture - Lumbering
5. Industry
6. Transportation
7. The Gilded Age to World War II
8. Ethnic Diversity
9. Recreation - Tourism
10. Post World War II Growth
11. Current Issues

C. Law

1. Basic terms
2. Federal Court System
3. NH Court System
4. Criminal Law
5. Civil Law
6. Law Enforcement Agencies
7. Rights of the Accused

Civics II
Continued

8. Court Procedure
9. Constitutional Rights
10. Process of Appeal

D. Economics

1. What is Economics?
2. What Makes an Economy Work?
3. Measuring the Economy
4. Types of Business Organizations
5. The Government and Business
6. Regulation of Business

II. Major Learning Objectives

The student will be able to:

1. name the President and Vice-President of the U.S., the Speaker of the House of Representatives, the Chief Justice of the U.S. Supreme Court, and the Governor of New Hampshire.
2. describe the role of at least 3 Executive Departments of the U.S. government (Defense, HUD, Justice, e.g.).
3. locate 10 NH counties and 13 NH cities on an outline map.
4. explain the system of checks and balances.
5. describe how a bill becomes a law.
6. give 2 or 3 situations where a citizen might call on their Representatives in Congress for help.
7. explain how the President is elected.
8. list 4 factors influencing judicial decision making.
9. know who to turn to when confronted with a local problem.
10. question a political decision maker on pertinent issues.
11. explain the concept "chain of command" within the City of Lebanon and School Administrative Unit 32.
12. list two ways in which the geography of the state has had an impact on the lives of its people.
13. list two reasons for settlement in NH.
14. describe the impact of industrial growth in the 19th century on population/immigration patterns.
15. explain two factors which helped shape the transportation system of NH.
16. correctly identify four types of agriculture which have occurred in NH and match features of each.
17. explain why NH is a center for tourism/recreation and discuss the impact this industry has had on the state.
18. identify two issues/problem areas facing NH today and in the future and suggest a reasonable solution to one of these issues.
19. list at least one argument for each side of selected controversial issues in NH history.
20. identify two ethnic groups in NH and match with three features/contributions.
21. differentiate between criminal and civil law.
22. differentiate between federal and state law.
23. explain the function and jurisdiction of the 3 major Federal Courts and the 4 major New Hampshire Courts.
24. list and define at least 10 common crimes including murder, voluntary manslaughter, and involuntary manslaughter.
25. describe the steps from arrest to appeal.
26. explain how to take a case to Small Claims Court.
27. explain their rights when arrested.

CIVICS II Continued

28. List at least 5 Constitutional guarantees
29. explain how a case can go from a local court all the way to the U.S. Supreme Court by using the Gideon case.
30. interpret maps, charts, graphs, and timelines
31. list the 3 economic questions societies must answer
32. list the different types of economic systems that countries have used to make economic decisions
33. explain the concept of scarcity
34. define the following terms: capital goods, entrepreneur, inflation, natural resources
35. explain the law of supply and demand
36. list the four factors of production

III Teaching Strategies/Techniques

1. Group Work
2. Class discussion
3. Lecture
4. Role-playing
5. Case Studies
6. Field trips (individual and group)
7. Media (films, filmstrips, slides, transparencies)

IV Major Resources

1. Text - Civics: Government and Citizenship
2. Course Reading - State, County and Local Government
3. Text - "Mountains, Mills and Malls"
4. Xerox booklets
 - a. Courts and the Law
 - b. Marijuana Possession
 - c. Rights of the Accused
 - d. Lawsuit
 - e. Liberty Under Law
5. "Gideon Case"
6. Media:
 - a. "US Supreme Court" SFS
 - b. "Personal Law" SFS
 - c. "Criminal Justice" CUT
 - d. "Youth and the Law" SFS
 - e. "Marijuana Possession" SFS
 - f. "Our Living Bill of Rights" SFS
 - g. "The Electoral College" SFS
 - h. "The Nominating Convention" SFS
 - i. "How a Bill Becomes a Law" SFS
7. Films - "Making of the President - 1968"
8. NH Profiles

V. Methods of Evaluation

- | | |
|---------------------------------|-----------------------------|
| 1. Unit Tests | 5. Worksheets |
| 2. Quizzes | 6. Interview-Meeting report |
| 3. Mid-Year and final exams | 7. Map Work |
| 4. Projects/Papers/Book Reviews | |

VI Career Implications

Civics gives a general background to public service employment in the legal and government fields. It also exposes students to a variety of historical occupations in New Hampshire.

613 CIVICS III

Civics III is required of all Freshmen. The four major topics of study are: government, law, basic economics principles, and New Hampshire history. Students will learn the functions and roles of federal, state, county and local government., with an emphasis on practical knowledge. The law component will deal with the role of the courts in our society and the rights/responsibilities of citizens in the judicial system. The economics section will cover basic economics principles and look at the role that government plays in our market economy. Finally a study of the origins and growth of New Hampshire will give students a sense of heritage and the background to understand contemporary issues. This level of Civics will emphasize critical thinking, more independent study work, and a higher expectation of student performance and development.

Grade: 9	Level: II	Prerequisite: None
Credit: 1	Length: 1 year	Grading Ref.: 2

1. Content Outline

A. Government

1. Basic terms -
2. Executive Branch - Federal
3. Nomination Process and Electoral College
4. Legislative Branch - Federal
5. Judicial Branch - Federal
6. New Hampshire Government
7. Grafton County Government
8. Lebanon Government
9. Town Government
10. Schools in New Hampshire
11. Taxes in New Hampshire

B. New Hampshire and Lebanon

1. Geography
2. Settlement - Early Life
3. Revolution - Growth
4. Agriculture - Lumbering
5. Industry
6. Transportation
7. The Gilded Age to World War II
8. Ethnic Diversity
9. Recreation - Tourism
10. Post World War II Growth
11. Current Issues

C. Law

1. Basic terms
2. Federal Court System
3. NH Court System
4. Criminal Law
5. Civil Law
6. Law Enforcement Agencies
7. Rights of the Accused

Civics III
Continued

8. Court Procedure
9. Constitutional Rights
10. Process of Appeal

D. Economics

1. What is Economics?
2. What Makes an Economy Work?
3. Measuring the Economy
4. Types of Business Organizations
5. The Government and Business
6. Regulation of Business

II Major Learning Objectives

The student will be able to:

1. name the President and Vice-President of the U.S., the Speaker of the House of Representatives, the Chief Justice of the U.S. Supreme Court, and the Governor of New Hampshire.
2. describe the role of at least 3 Executive Departments of the U.S. government (Defense, HUD, Justice e.g.).
3. locate 10 NH counties and 13 NH cities on an outline map.
4. explain the system of checks and balances.
5. describe how a bill becomes a law.
6. give 2 or 3 situations where a citizen might call on their Representative in Congress for help.
7. explain how the President is elected.
8. list 4 factors influencing judicial decision making.
9. know who to turn to when confronted with a local problem.
10. question a political decision maker on pertinent issues.
11. explain the concept "chain of command" within the City of Lebanon and School Administrative Unit 32.
12. List two ways in which the geography of the state has had an impact on the lives of its people
13. List two reasons for settlement in NH
14. Describe the impact of industrial growth in the 19th century on population/immigration patterns
15. Explain two factors which helped shape the transportation system of NH
16. correctly identify four types of agriculture which have occurred in NH and match features of each
17. explain why NH is a center for tourism/recreation and discuss the impact this industry has had on the state.
18. identify two issues/problem areas facing NH today and in the future and suggest a reasonable solution to one of these issues.
19. List at least one argument for each side of selected controversial issues in NH history
20. Identify two ethnic groups in NH and match with three features/contributions
21. differentiate between criminal and civil law
22. differentiate between federal and state law
23. explain the function and jurisdiction of the 3 major Federal Courts and the 4 major New Hampshire Courts
24. list and define at least 10 common crimes including murder, voluntary manslaughter, and involuntary manslaughter.
25. describe the steps from arrest to appeal.
26. explain how to take a case to Small Claims Court.
27. explain their rights when arrested.

CIVICS III
continued

28. List at least 5 Constitutional guarantees.
29. explain how a case can go from a local court all the way to the U.S. Supreme Court by using the Gideon case.
30. interpret maps, charts, graphs, and timelines.
31. list the 3 economic questions Societies must answer.
32. List the different types of economic systems that countries have used to make economic decisions
33. Explain the concept of scarcity
34. Define the following terms: capital goods, entrepreneur, inflation, natural resources
35. Explain the law of supply and demand
36. List the four factors of production

III. Teaching Strategies/Techniques

1. Group work
2. Class Discussion
3. Lecture
4. Role-playing
5. Case Studies
6. Field trips (individual and group)
7. Media (films, filmstrips, slides, transparencies)

IV. Major Resources

1. Text - Civics: Government and Citizenship
2. Course Reading State, County and Local Government
3. Text - "Mountains, Mills and Malls"
4. Xerox booklets
 - a. Courts and the Law
 - b. Marijuana Possession
 - c. Rights of the Accused
 - d. Lawsuit
 - e. Liberty Under Law
5. "Gideon Case"
6. Media:
 - a. "U.S. Supreme Court" SFS
 - b. "Personal Law" SFS
 - c. "Criminal Justice" CUT
 - d. "Youth and the Law" SFS
 - e. "Marijuana Possession" SFS
 - f. "Our Living Bill of Rights" SFS
 - g. "The Electoral College" SFS
 - h. "The Nominating Convention" SFS
 - i. "How A Bill Becomes A Law" SFS
7. Films " Making of the President ' 1968"
8. NH Profiles

V. Methods of Evaluation

- | | |
|---------------------------------|-----------------------------|
| 1. Unit Texts | 5. Worksheets |
| 2. Quizzes | 6. Interview-Meeting Report |
| 3. Mid-year and final exams | 7. Map work |
| 4. Projects/papers/Book Reviews | |

VI. Career Implications

Civics gives a general background to public service employment in the local and governmental fields. It also exposes students to a variety of historical occupations in New Hampshire.

621 United States History - 1

This course is a year-long study of American Society, and the culture that developed the history of the nation. While the main focus of the course is chronological, several themes run through the year's work. Topics such as nationalism, technology and economic change, and conflict between groups or nations and repeatedly encountered in the various time periods and settings. There is a strong emphasis on cause and effect as an attempt to help students see the variety of reasons for actions, which were or were not taken. Reading, writing, and critical thinking skills will be worked on through-out the year.

GRADE: 10

LEVEL: 1

PREREQUISITE: NONE

CREDIT: 1

LENGTH: 36 Weeks

GRADING REF: 3

1. Course Outline

A. The New World

1. Explorers and Exploration
2. Permanent English Colonies
3. Immigrants and Immigration
4. Colonial Ways of Life

B. Becoming A Nation

1. English or American
2. Colonial Conflicts
3. Confederation and Constitution

C. The Great West

1. Across the Mountains
2. Louisiana and Beyond
3. Conflict Inside and Out

D. Early National Period

1. Period of Reform
2. From Sea to Shining Sea

E. The Union in Crisis

1. The Slavery Culture
2. Steps to War
3. The Home Fronts; Northern "Industrial" vs. Southern Agricultural
4. Fighting the Civil War
5. Reconstruction (economics)

F. An Industrial Nation and Economic Life

1. Inventors and Inventions
2. Railroads
3. Workers and the Labor Movement

G. Expansion and Conflict

1. End of a Way of Life
2. The Mining Frontier
3. Ranchers and Cowboys
4. Sodbusters and Sharecroppers

H. Politics and the Cities

1. Peopling the Cities
2. Governing the City
3. The Progressive Movement

I. Foreign Affairs

1. Expansion
2. The Great Crusade

J. Good Times and Bad

1. A New Life-Style
2. The Great Crash: Economics and "Boom & Bust"

United States History - I
Continued

- K. The World at War
 - 1. A Time of Isolation
 - 2. A new Global Conflict
 - 3. Postwar America: Dealing With Economics Prosperity
 - 4. The Cold War
- L. Toward the Future
 - 1. Civil Rights
 - 2. Youth Culture
 - 3. The Great Society
 - 4. Vietnam
 - 5. Technology

II. Major Learning Objectives

The Student will be able to:

- 1. identify reasons for the settlement of the Americas
- 2. match features of life in the 1600 and 1700's to the appropriate group
- 3. identify one cause and one effect of each of several military conflicts
- 4. list one reason for and one result of the westward movement
- 5. identify the changing treatment of minorities in American history
- 6. explain the importance of improvements in transportation and communication
- 7. place in correct chronological order selected people, places and events
- 8. use maps, charts, graphs, pictures, songs, poetry, art, and artifacts to gain information about a culture
- 9. list two results sought by a major reform movement in American history
- 10. list examples of America's increasingly active role in world affairs
- 11. evaluate the role of immigration in the growth of America

III. Teaching Strategies/Techniques

- 1. Directed reading
- 2. Class discussion
- 3. Group work
- 4. Films
- 5. Sound film strips
- 6. Worksheets
- 7. Plays

IV. Major Resources

- 1. America, America
- 2. America, America Workbook
- 3. Promise of America
- 4. Civil War - Two Views (SFS)
- 5. Colonial America (CVT)
- 6. "Personal Conflicts in American History" (SFS)
- 7. Vietnam (CVT)
- 8. American Heritage Series (CVT)

V. Methods of Evaluation

- 1. Tests
- 2. Quizzes
- 3. Worksheets
- 4. Workbook
- 5. Mid-Year Exam
- 6. Final Exam

VI. Career Implications

United States History I provides the student with a basic overview of American history and stresses the important roles of many groups in the development of our country.

This course will provide the student with an overview of American political, economic and social development from the Colonial era to the present. Each unit will consist of lectures and discussions, a variety of visual presentations and independent work in which students will have materials to suit their interests and abilities. A course test will be used by all students. Reading, writing, and critical thinking skills will be emphasized.

GRADE: 10

LEVEL 11

PREREQUISITE: NONE

CREDIT: 1

LENGTH: 1 yr.

GRADING REF: 3

1. Content Outline

A. Exploration

1. Causes of exploration
2. The explorers

B. Settlement of North America

1. The Spanish
2. The French
3. The British

C. Settlement of the 13 British colonies

1. The New England, Middle, Southern colonies
 - a. reasons for settlement of each
 - b. religion, government, economy, social life
2. Puritan Theocracy

A. Witch Trial

D. Causes of the Revolution

1. Colonial background
2. The events of the 1760's-1770's
 - a. political and economic issues

E. The Declaration of Independence

F. The War Years

1. Lexington and Concord
2. British and Colonial strengths and weaknesses
3. Major battles
4. Patriot vs. Loyalist
5. The Treaty of 1783

G. The Constitution

1. The Confederation: Successes and Failures
2. Debates and Compromises at the Constitutional Convention
3. The Federal Republic

H. The Washington Presidency and the 1790's

1. Hamilton v. Jefferson
2. The Adams Presidency
3. Federalist v. Republican: the rise of political parties

I. The War of 1812

1. Jefferson's Presidency
2. Mr. Madison's War: Causes and results

J. Industrialization

1. Eli Whitney and Samuel Slater
2. The American System: Clay, Webster, Calhoun

U.S. HISTORY - II
continued

- K. Sectionalism: 1820-1850
 - 1. The Compromise of 1820
 - 2. The Jackson Years
 - 3. The North, South, West and National Politics
- L. Expansionism: 1783-1853
 - 1. Territorial Expansion
 - 2. Pre-Civil War Westward Movement
 - 3. The Mexican-American War
- M. Slavery
 - 1. Myth v. Reality
 - 2. Abolitionists v. Slave Holders
 - 3. Sectionalism-Expansionism-Industrialization-Slavery United:
The Compromise of 1850
- N. The Civil War
 - 1. The 1850's
 - 2. The Republican Party and the election of 1860
 - 3. The War years
 - 4. Reconstruction -
- O. Business and Industry: 1865-1900
 - 1. Labor Unions: fight for survival
 - 2. Business Combinations: Survival of the fittest
 - a. Carnegie and Rockefeller
- P. Immigration: 1865-1900
 - 1. Reasons for coming
 - 2. Effects of immigration on the cities
 - 3. The problems of assimilation
- Q. The Spanish-American War
 - 1. Causes and effects in the U.S.
 - 2. The Imperialist debate in the U.S.
- R. The Progressives
 - 1. Political, social, economic goals and achievements
- S. World War I
 - 1. Causes of War
 - 2. Causes and effects of U.S. involvement
 - 3. Debate over the League: Internationalist v. Isolationist
- T. The 1920's
 - 1. Disillusionment and Prejudice
 - 2. Social Changes
- U. The Great Depression
 - 1. Causes of the stock market crash
 - 2. Herbert Hoover and FDR
 - 3. The New Deal and the American People
 - 4. Political, economic, and social effects on the U.S.
- V. World War II
 - 1. The Gathering Storm: the 1930's
 - 2. Causes of U.S. involvement
 - 3. The War Years: Pacific and Atlantic
 - 4. The Hiroshima Decision
 - 5. The Holocaust
- W. Post WW II U.S. and the World
 - 1. The Civil Rights Revolution: the 1950's
 - 2. The Civil Rights Revolution: the 1960's
 - a. Blacks and Women
 - 3. The Cold War
 - a. Korea
 - b. Containment and Brinkmanship

United States History - II
continued

- c. The McCarthy Era
- d. The Vietnam War
- e. 1968: An Ugly Year
- X. The Nixon Presidency
 - 1. Vietnam War Ends: The Nixon Doctrine
 - 2. Economic and Energy Concerns
 - 3. Watergate and Resignation
- Y. Ford and Carter
 - 1. The Lessons of Vietnam: "Bring Us Together Again"
 - 2. Economic and Energy Concerns
 - 3. Current Events Topics
 - 4. The Reagan Landslide: The Election of 1980

II. Major Learning Objectives

The student will be able to:

- 1. list 3-5 reasons for coming to the British Colonies during the 17th and 18th centuries
- 2. make maps and charts to learn about the development of the 13 British colonies
- 3. identify the 13 colonies on the map
- 4. read graphs, charts, or short readings concerning themes in Colonial America and answer questions based upon them
- 5. identify 3-5 characteristics of the Puritan Theocracy and list and describe 2-4 Puritan legacies that have become a part of colonial heritage
- 6. successfully participate in the Witch Trial Simulation and to list and describe 2-3 causes and results of the Witch Trials on Colonial Massachusetts
- 7. list and describe 3-5 causes of the Revolution
- 8. list and describe the major points made in the Declaration of Independence
- 9. identify the values held by Loyalists and Patriots from a list
- 10. identify the major events of the war and where they occurred on a map
- 11. compare and contrast British-Colonial strengths and weaknesses
- 12. identify the major provisions of the Treaty of 1783
- 13. list 3-5 examples of Federalist and Republican ideals
- 14. list 3-5 arguments for and against ratification of the Constitution
- 15. list and describe 3-5 examples of sectional conflict during the period 1800-1860
- 16. identify on a map areas of expansion: 1800-1860
- 17. list and describe 2-4 arguments for and against slavery, and identify accurate generalizations about slavery from a list
- 18. identify economic, social, and political causes and results of the Civil War
- 19. identify on a map major events of the Civil War, as well as Northern and Southern States
- 20. list and describe reasons for, and results of, immigration to the U.S. 1865-1900.
- 21. list and describe 2-4 examples of social, political and economic goals of the Progressive Movement
- 22. identify on a map major U.S. acquisitions in the Caribbean and Pacific areas 1860-1918
- 23. list 3-4 arguments for and against Imperialism in 1900
- 24. identify 3-4 causes and results of WWI
- 25. describe 2-3 reasons for the rejection of the Treaty of Versailles with the League of Nations by the U.S. Senate
- 26. write an essay in which the social changes of the 1920's are compared and contrasted with those of today
- 27. identify causes of the Stock Market Crash of 1929

U.S. History - II
continued

28. list and describe 3-5 effects of the Great Depression on the American people
29. describe arguments for and against the dropping of the first Atomic bombs on Hiroshima and Nagasaki
30. describe one important economic, social, and political change in America during the period 1945 to the present
31. explain two reasons for friction between Russia and the U.S. during the post-WW II period leading to the Cold War
32. identify the reasons for the early success of Senator McCarthy 1950-1954
33. describe the effect of McCarthyism on the people attacked by McCarthy and on the country as a whole
34. explain the importance of the Supreme Court decision in Brown v. Board of Education to the beginnings of the 1950's Civil Rights Movement
35. identify changes in the methods used by Black Americans to gain their Civil Rights during the 1960's
36. describe three reasons for American involvement in Vietnam
37. explain the important causes and results of the Watergate Scandal to include reasons for President Nixon's resignation from office
38. identify two important effects of the Vietnam Era on the Presidencies of Ford and Carter
39. list and describe 2-3 important concerns in energy and economics that occur during the Ford and Carter presidencies
40. read and answer questions based on short readings, graphs, charts, and maps concerning specific events or topics from selected units

III. Teaching Strategies/Techniques

1. Lecture
2. Class Discussion
3. Media presentations (films, filmstrips, transparencies)
4. In-class map, chart, and graph analysis and construction
5. Group work

IV. Major Resources

1. Risjord and Haywood A History of the United States
2. Cuban and Rodan, Promise of America
3. Personal Conflicts in American History (SFS)
 - Civil Wars - Two Views (SFS)
 - Colonial America (CVT)
 - Vietnam (CVT)
 - American Heritage Series (CVT)
 - Puritan Legacy (SFS)
 - America Comes of Age (SFS)
4. Witchcraft Simulation
5. Stock Market Game
6. Desk and wall maps

U.S. History - II
continued

V. Methods of Evaluation

1. Unit Exams
2. Quizzes
3. Mid-year and final exams
4. Projects
5. Worksheets
6. Short essays
7. Class participation and attendance

VI. Career Implications

This course will provide the student with many opportunities to improve reading, writing, listening, and critical thinking skills.

Q 1 Outline

** - Used on a Regular Basis

1982-83 US History Chronology and Audio/
Visual Outline

* - Used but not on a regular basis

Topic /Outside Reading	Audio/Visual	ESO # Comments
I. Exploration - Discovery	**Columbus *Cooke-America Series Newfoundland	1,2,3
Colonial America *Promise of America # *Promise of America #1 Supplementary Readings	** Peach Gang ** Eliza * Witch Trial * Home From Home	1,2,3,6
American Revolution *Promise of America #1	*World Turned Upside- down * Cause of Liberty * Making a Revolution * The Impossible War	1,2,6,13
Confederation and Constitution	** Making A Nation	1,6

Q 2 Outline

** Used on regular basis

* Used but not on a regular basis

Topic/Outside Reading	Audio/Visual	ESO # Comments
Beginning of Federal Government- Washington - Jefferson election 1789-1800	B & W VTR	1,6,11,15
** A) Ragged Matt The Democrat Play	** Election of 1800: <u>The Last Ballot</u>	
Jefferson Presidency - War of 1812 (1800 - 1815)		2,11,13
The Jackson Era Nationalism & Sectional- ism & Slavery 1815-1850 Promise of America #2-3	B & W * The Jackson Years #1 - 2 VTR * A Slave's Story	1,3,11,15
Expansion and PreCivil War Era 1820-1861	B & W * VTR * A Firebell In The Night	1,2,6,13,15
The Civil War & Recon- struction Promise of America #3	*VTR: The Promise of Re- construction	1,3,13,15

Q 3 Outline

- ** - Used on a regular basis
- * - Used but not on a regular basis

Topic/Outside Reading	Audio/Visual	ESO's Comments:
The Gilded Age/Business - Labor - Industry Promise of America #3	B & W VTR: The Masses & The Millionaire: ** Homestead Steel Strike * Immigrant's Experience * Money on The Land	1,6,15
The Last Frontier American West 1865-1900	VTR: * Domesticating A Wilderness	1,2,15
Populists and Progressives Promise of America #3		1,3,6,15,17
Imperialism and WWI	** The Lure of Empire ** Between The Wars-Debate Over the League of Nations	1,2,3,6,11,13,15

Q 4 Outline

- ** - Used on a regular basis
- * - Used but not on a regular basis

Topic/Outside Reading	Audio/Visual	ESO # Comments
Imperialism & WWI Conclusion		
The 20's & 30's ** Middletown Reading * Inherent The Wind-play * Promise of America #4-5	VTR: ** The Great Depression * FDR * Lowell Thomas Remembers 1933 * 1920's and 1930's Radio Recordings	1,3,6,11,15
World War II Treatment of Japanese- Americans Reading	Film Loops: Japanese-Americans ** Hiroshima-Nagasaki * VTR: Lowell Thomas Remembers 1942 * 1940's Radio Recordings	1,2,6,11,13
Post World War II Conu The 1950's & 1960's & Civil War Rights	* Martin Luther King - A Day To Remember * Farmville to Boston	1,2,3,6,11,13,15
The 1950's & Cold War The 1960's & Vietnam	** Front Line 1968 - A Crack In Time	
Q 4 Ends/Finale: Boy in		

ACCOUNTABILITY/ Worksheets, Activities etc. for content & skill areas: US History

I. Primary/Secondary Sources

Readings from Bradford's "Of Plymouth Plantation"
Connecticut Blue Laws/Laws of Harvard College
The Declaration of Independence
The Federalist #10 US CONSTITUTION WORKSHEETS/ACTIVITIES
Lincoln's First/Second Inaugurals
Sinclair's "The Jungle"
William Borah, Senate Speech, 1919
Roosevelt's First Inaugural & Quarantine Speech
Wilson's Speech for War, 1917
Brown v. Board of Education
Nixon's Resignation Speech
Johnson "Why Are We In Vietnam"

II. Cause/Effect of Wars

American Revolution worksheets
War of 1812 Essay on Causes/Results
Mexican-American War/class readings and activities
Civil War-Promise of America Activities and worksheets
H-143 Imperialism/ Senate committee simulation on Imperialism
H-701 US As A World Power/Spanish-American War
WWI worksheet of causes of American Involvement/results of the war
WWII worksheet
Vietnam worksheet/Promise of America readings of causes/results of war

III. Non-Military Conflicts

Puritan-Quaker readings
British/Colonial conflicts to 1863/activity worksheets & readings
Patriot-Tory class activity
Federalist-Republican worksheet
Jackson/The Bank Issue/States' Rights v. National Authority readings & worksheets
The slavery issue/Readings & activities: North v. South
Presidential v. Congressional Reconstruction worksheet
Labor v. Business, Promise of America readings and activities
Civil Rights: Black v. White in America, readings and activities, recordings
The Issue of the Japanese-Americans; class essay activity & readings

IV. Major U.S. Foreign Policies

Washington's Farewell Address
The Monroe Doctrine
H-143 Imperialism
H-702 Isolationism 1920-1937
H-703 Neutrality & War
H704-707 Cold War to Detente
H305-309

V. Reform Movements

H-451 The Populists, Promise of America Activities/ Farmer simulation
H-144 The Progressives
Initiative-Referendum worksheet

623 United States History III

U.S.H. III will involve the student in a variety of learning experiences to improve reading, writing, speaking and initial thinking skills. Students will study U.S.H. through the use of a class text, primary and secondary resource materials, small group discussions and activities and large group lecture/discussions. Students will be expected to show a willingness to be self-motivated and to become an active participant in the learning process.

GRADE: 10

LEVEL: III

PREREQUISITE: NONE

CREDIT: 1

LENGTH: 1

GRADING REF: 2

1. Content Outline

- A. Exploration
 - 1. Causes of exploration
 - 2. The explorers
- B. Settlement of North America
 - 1. The Spanish
 - 2. The French
 - 3. The British
- C. Settlement of the 13 British colonies
 - 1. The New England, Middle, Southern colonies
 - a. reasons for settlement of each
 - b. religion, government, economy, social life
 - 2. The Puritan Theocracy
 - a. Witch Trial
- D. Causes of the Revolution
 - 1. Colonial background
 - 2. The events of the 1760's-1770's
 - a. political and economic issues
- E. The Declaration of Independence
- F. The War Years
 - 1. Lexington and Concord
 - 2. British and Colonial strengths and weaknesses
 - 3. Major Battles
 - 4. Patriot v. Loyalist
 - 5. The Treaty of 1783
- G. The Constitution
 - 1. The Confederation: Successes and Failures
 - 2. Debates and Compromises at the Constitutional Convention
 - 3. The Federal Republic
- H. The Washington Presidency and the 1790's
 - 1. Hamilton v. Jefferson
 - 2. The Adams Presidency
 - 3. Federalist v. Republican: the rise of political parties
- I. The War of 1812
 - 1. Jefferson's Presidency
 - 2. Mr. Madison's War: Causes and results
- J. Industrialization
 - 1. Eli Whitney and Samuel Slater
 - 2. The American System: Clay, Webster, Calhoun

- K. Sectionalism: 1820-1850
 - 1. The Compromise of 1820
 - 2. The Jackson Years
 - 3. The North, South, West and National Politics
- L. Expansionism: 1783-1853
 - 1. Territorial Expansion
 - 2. Pre-Civil War Westward Movement
 - 3. The Mexican-American War
- M. Slavery
 - 1. Myth v. reality
 - 2. Abolitionists v. Slave Holders
 - 3. Sectionalism-Expansionism-Industrialization-Slavery United: The Compromise of 1850
- N. The Civil War
 - 1. The 1850's
 - 2. The Republican Party and the election of 1860
 - 3. The War years
 - 4. Reconstruction
- O. Business and Industry: 1865-1900
 - 1. Labor Unions: fight for survival
 - 2. Business Combinations: Survival of the fittest
 - a. Carnegie and Rockefeller
- P. Immigration: 1865-1900
 - 1. Reasons for coming
 - 2. Effects of Immigration on the cities
 - 3. The problems of assimilation
- Q. The Spanish-American War
 - 1. Causes and effects in the U.S.
 - 2. The Imperialist debate in the U.S.
- R. The Progressives and Populists
 - 1. Political, social, economic goals and achievements
- S. World War I
 - 1. Causes of the War
 - 2. Causes and effects of U.S. involvement
 - 3. Debate over the League: Internationalist v. Isolationist
- T. The 1920's
 - 1. Disillusionment and Prejudice
 - 2. Social Changes
- U. The Great Depression
 - 1. Causes of the stock market crash
 - 2. Herbert Hoover and FDR
 - 3. The New Deal and the American people
 - 4. Political, economic, and social effects on the U.S.
- V. World War II
 - 1. The Gathering Storm: the 1930's
 - 2. Causes of U.S. involvement
 - 3. The War Years: Pacific and Atlantic
 - 4. The Hiroshima Decision
 - 5. The Holocaust
- W. Post WWII U.S. and the World
 - 1. The Civil Rights Revolution: the 1950's
 - 2. The Civil Rights Revolution: the 1960's
 - a. Blacks and Women
 - 3. The Cold War
 - a. Korea
 - b. Containment and Brinkmanship

- c. The McCarthy Era
- d. The Vietnam War
- e. 1968: An Ugly Year
- X. The Nixon Presidency
 - 1. Vietnam War Ends: The Nixon Doctrine
 - 2. Foreign Policy: The USSR and China
 - 3. Watergate and Resignation
- Y. Ford and Carter
 - 1. The Lessons of Vietnam: "Bring Us Together Again"
 - 2. Economic and Energy Concerns
 - 3. Current Events Topics
 - 4. The Reagan Landslide: The Election of 1980

II. Major Learning Objectives

The student will be able to:

1. list 3-5 reasons for coming to the British Colonies during the 17th and 18th Centuries.
2. make maps and charts to learn about the development of the 13 British colonies.
3. identify the 13 colonies on a map.
4. read graphs, charts, or short readings concerning themes in Colonial America and answer questions based upon them.
5. identify 3-5 characteristics of the Puritan Theocracy and list and describe 2-4 Puritan legacies that have become a part of our colonial heritage.
6. successfully participate in the Witch Trial Simulation and to list and describe 2-3 causes and results of the Witch Trials on Colonial Massachusetts.
7. list and describe 3-5 causes of the Revolution.
8. list and describe the major points made in the Declaration of Independence.
9. identify the values held by Loyalists and Patriots from a list.
10. identify the major events of the war and where they occurred on a map.
11. compare and contrast British-Colonial strengths and weaknesses.
12. identify the major provisions of the Treaty of 1783.
13. list 3-5 arguments for and against ratification of the Constitution.
14. list 3-5 examples of Federalist and Republican ideals.
15. list and describe 3-5 examples of sectional conflict during the period 1800-1860.
16. identify on a map areas of expansion: 1800-1860.
17. list and describe 2-4 arguments for and against slavery, and identify accurate generalizations about slavery from a list.
18. identify economic, social, and political causes and result of the Civil War.
19. identify on a map major events of the Civil War, as well as Northern and Southern States.
20. list and describe reasons for, and results of, immigration to the U.S. 1865-1900.

United States History
continued

21. list and describe 2-4 examples of social, political and economic goals of the Progressive Movement.
22. identify on a map major U.S. acquisitions in the Caribbean and Pacific areas 1860-1918.
23. list 3-4 arguments for and against Imperialism in 1900.
24. identify 3-4 causes and results of WWI.
25. Describe 2-3 reasons for the rejection of the Treaty of Versailles with the League of Nations by the U.S. Senate.
26. write an essay in which the social changes of the 1920's are compared and contrasted with those of today.
27. identify causes of the Stock Market Crash of 1929.
28. list and describe 3-5 effects of the Great Depression on the American people.
29. describe arguments for and against the dropping of the first Atomic Bombs on Hiroshima and Nagasaki.
30. describe one important economic, social and political change in America during the period 1945 to the present.
31. explain two reasons for friction between Russia and the U.S. during the post-WWII period leading to the Cold War.
32. identify the reasons for the early success of Senator McCarthy, 1950-1954.
33. describe the effect of McCarthyism on the people attacked by McCarthy and on the country as a whole.
34. explain the importance of the Supreme Court decision in Brown v. Board of Education to the beginnings of the 1950's Civil Rights Movement.
35. identify changes in the methods used by Black Americans to gain their civil rights during the 1960's.
36. describe three reasons for American involvement in Vietnam.
37. explain the important causes and results of the Watergate Scandal to include reasons for President Nixon's resignation from office.
38. identify two important effects of the Vietnam Era on the Presidencies of Ford and Carter.
39. list and describe 2-3 important concerns in energy and economics that occur during the Ford and Carter presidencies.
40. read and answer questions based on short readings, graphs, charts, and maps concerning specific events or topics from selected units.

III. Teaching Strategies/Techniques

1. Lecture
2. Class discussion
3. Media presentations (films, filmstrips, transparencies)
4. In-class map, chart, and graph analysis and construction
5. Group work.

IV. Major Resources

1. Roper and Baywood. A History of the United States
2. Gardner, et al. Selected Case Studies in American History Vol. 1-
3. series pamphlets, American Revolution, Civil War, Progressive Era, The New Deal

United States History 9(Continued)

4. Personal Conflicts in American History (SFS)

Civil Wars - Two Views (SFS)

Colonial America (CVT)

Vietnam (CVT)

American Heritage Service (CVT)

Puritan Legacy (SFS)

America Comes Of Age (SFS)

5. Witchcraft Simulation

6. Stock Market Game

7. Desk and wall maps

V. Methods of Evaluation

1. Unit Exams

2. Quizzes

3. Mid-year and final exams

4. Projects

5. Worksheets

6. Short essays

7. Class participation and attendance

VI. Career Implications

This course will provide the student with many opportunities to improve reading, writing, listening, and critical thinking skills.

ADVANCED PLACEMENT HISTORY

Advanced Placement American History is designed to make demands on students similar to those of an introductory course in college. Emphasis will be on varying interpretations of selected periods as well as in-depth analysis of some of the more significant developments in each. Extensive outside reading from primary as well as secondary source materials will be required. Students will learn to read historical interpretations and evidence, and to arrive at conclusions on the basis of informed judgment.

Grade: 11-12

Level: Above average
reading & reasoning
abilityPrerequisite: Permission of
Guidance and Instructor
Grading Ref: .2

Credit: 1

Length: 1

I. Course Outline:

- A. The Colonies Before the Revolution
 - 1. Exploration & Discovery
 - 2. Settlement
 - a. Focus: The Puritans
 - b. Political, social, and economic development
- B. The American Revolution and the Federal Government
 - 1. Interpretation of causes
 - 2. The Confederation and Constitution
- C. The Federalist and Republican Eras
 - 1. Issues of the 1790's; Federalists v.s. Republicans
 - 2. Washington's and Adams' Presidencies
 - 3. The Revolution of 1800
- D. The Age of Jackson
 - 1. Democratic achievements/failures
 - 2. Sectionalism: The Bank and Tariff issues
- E. Manifest Destiny and the Westward Movement
 - 1. Territorial acquisitions: 1800-1853
- F. Civil War and Reconstruction
 - 1. Interpretation of causes
 - 2. The 1850's
 - 3. The War Years: 1861-1865
 - 4. The success/failure of Reconstruction and the legacy of the period
- G. Era of Big Business
 - 1. Captains of Industry, or Robber Barons?
 - 2. Business Combinations
- H. The Progressive Movement
 - 1. The populist background
 - 2. Social, political, economic goals
 - 3. Liberal or conservative movement? historical interpretations
- I. America As A World Power
 - 1. The Spanish-American War
 - 2. WWI: causes and results
 - 3. WWII: Causes and results
- J. The Twenties
 - 1. Social, political, and economic trends
 - 2. The Stock Market Crash
 - 3. Short stories/poetry of the 20's and 30's
- K. The New Deal
 - 1. FDR & Hitler - different solutions and methods
 - 2. The first and Second New Deals
 - 3. Social, political, economic effects of the New Deal
 - 4. Historical interpretations of the New Deal

Advanced Placement History

- L. Post War America
 - 1. The Cold War
 - 2. The Civil Rights Movement
 - 3. The Vietnam War
 - 4. The Kennedy, Johnson, Nixon, Ford and Carter Years

II. Major Learning Objectives:

The student will be able to:

- 1. identify the important primary and secondary ideas from assigned readings - to include point of view and bias.
- 2. analyze primary sources, writings of historians and varying interpretations of American History.
- 3. improve discussion and note-taking skills
- 4. interpret maps, statistical tables, pictorial and graphic materials.
- 5. conduct independent research and to express findings clearly and concisely.
- 6. develop a questioning attitude that seeks answers through objective research.
- 7. read, think and write critically.
- 8. utilize American Literature as a valuable key to understanding the American past.
- 9. understand the process of history and to excite a continuing interest in the study of history.

III. Teaching Strategies/Techniques

- 1. Lecture and discussion
- 2. Short Essays on selected topics
- 3. Outside reading, Library Reserve
- 4. Film and Film Strip presentations
- 5. Field Trips to Dartmouth
- 6. Guest Speakers (when available)

IV. Major Resources:

- 1. Text: Bailey, The American Pageant
Commager, Living Ideas In America
Gardner, Selected Case Studies In American History
- 2. Xerox Booklets
- 3. Teacher-prepared readings
- 4. Films and film strips
- 5. Worksheets

V. Methods of Evaluation:

- 1. 2-3 exams/quarter
- 2. Essays
- 3. Worksheets/Library assignments
- 4. Document-based Question
- 5. Class participation
- 6. Research Paper (due quarter 3)
- 7. Final exam

VI. Career Implications:

This course will provide the student with experiences similar to those encountered during the Freshman year of college. It will also prepare them for the AP exam given in May if they choose to take it.

World Studies I is required of Juniors who need work on basic skills. The course will emphasize the geography and cultural background of various areas of the world. This historical background of world areas will be studied in order to understand current issues and problems. There will be a special emphasis on improving reading and writing skills. Economic institutions and ways of earning a living around the world will be compared and contrasted.

GRADE 11

LEVEL I

PREREQUISITE: NONE

CREDIT 1

LENGTH: 34 weeks

GRADING REF.: 3

I. Course Outline

A. Rise of the West

1. Mesopotamia
2. Egypt
3. Greece
4. Rome

B. The Age of Europe

1. Medieval World
2. Renaissance
3. Reformation
4. Democratic Revolution

Four of the following six units will be taught, depending on time available, and teacher preference/strength.

C. Africa

1. East Africa
2. Northern Africa
3. Nile River Basin
4. West Africa
5. Central Africa
6. Southern Africa

D. Mediterranean & Middle East

1. Arabian & Gulf Streams
2. Eastern Mediterranean
3. Northern Mediterranean & Eastern Europe

E. Europe & Soviet Union

1. West Europe
2. British Isles
3. Scandinavia
4. Eastern Europe
5. Soviet Union

F. Eastern Asia

1. Communist East Asia
2. Hong Kong
3. Non-Communist East Asia

G. Southeast Asia & Australia

1. Southeastern Asia
2. India
3. Bangladesh
4. Australia & Oceania

World Studies I - Continued

I. Course Outline (continued)

H. Latin America and Caribbean

1. Andean Region
2. Eastern South America
3. Caribbean

II. Major Learning Objectives.

The student will be able to:

1. identify ways in which geography affects people's development and interaction.
2. identify major contributions of great civilizations
3. list ways in which new ideas and inventions have changed people's lives
4. describe the ways in which empires grew and expanded.
5. compare and contrast political and economic institutions throughout the world.
6. list differences and similarities in lifestyle and ways of earning living among the world's peoples.
7. name and locate selected rivers, mountains, deserts and bodies of water
8. name and locate selected countries and cultural features of the world
9. make and interpret maps, charts, and graphs using world studies data
10. write a short paper about a world issue, country or person.

III. Teaching Strategies/Techniques

1. Directed discussion
2. Text readings
3. Readings/ Worksheets
4. Map, chart and graph use and interpretation
5. Media presentations (films, filmstrips, videotapes and transparencies)
6. Group work

IV. Major Resources

1. Class Text: Rise of the West: Age of Europe, People, Places & Change
2. Workbooks: People, Places & Change: Practicing World History Skills
3. Desk and Wall Maps
4. Audio Visual Resources
 - Rise of the West (SFS)
 - Age of Europe (SFS)
 - Soviet Union Today (AFS)
 - Geography of Tropical Africa (SFS)
 - Western Civilization Series (CVT)

V. Methods of Evaluation

1. Chapter Quizzes
2. Unit Exams
3. Mid-year and final exams
4. Workbook/Worksheets/ Homework
5. Projects (Maps, Models, Papers)
6. Class Participation

VI. Career Implications

Students will be introduced to a wide variety of possible occupations around the world.

World Studies, a course required of all Juniors, will be a historical, cultural and geographical survey of the human past. We will emphasize major concepts through time while looking at political events, leaders, cultural issues and the variety of ways people have adapted to and changed their environment. Various geographic areas of the world will be covered and current issues affecting those areas and the U.S. will be emphasized. Reading, writing and critical thinking skills will be emphasized.

GRADE 11

LEVEL II

Prerequisite: None

CREDIT 1

LENGTH 36 weeks

Grading Ref.: 7

1. Course Outline

A. Ancient Middle East

1. Early people
2. Egyptians

B. Ancient Far East

1. India
2. Japan
3. China

C. Ancient Greece & Rome

1. Greeks
2. Romans

D. World of West Europe

1. Middle Ages
2. Political Change
3. Cultural and Religious Change
4. Conflict

E. East Europe and Islam

1. Muslim Peoples
2. Poland & Russia

F. Early Africa

1. People and Empires
2. Village Life and Slave Trade

G. World of Revolution

1. French Revolution
2. Growth of the Americas
3. Industrial Revolution
4. Revolution in Russia

H. World of Nationalism

1. Modern Nationalism
2. Rise of Imperialism
3. World War I
4. Creating World War II
5. World War II

I. World of Today

1. U. S. Foreign Relations
2. Latin American in the Twentieth Century
3. Europe Since World War II
4. Asia and the Modern World
5. Africa and the Modern World

World Studies II Continued

II Major Learning Objectives

The student will be able to:

1. Give examples of the impact of geography on human development and interaction.
2. Identify major contributions of great civilizations
3. List ways in which technology has changed the course of history
4. Describe the steps in the development and expansion of empires.
5. Identify the major concepts which link ancient, classical, medieval and modern civilization.
6. Explain the influence of the Renaissance and Reformation in the transition to the modern world.
7. Compare and contrast political, economic, and cultural aspects of major areas of the world.
8. List characteristics and give examples of nationalism, imperialism, and militarism and their impact on the modern world.
9. Name and locate selected rivers, mountains, deserts, and bodies of water
10. Name and locate selected countries and cultural features of the world
11. Construct and analyze maps, charts and graphs.
12. Write essays, book reviews and short papers using acceptable format and attribution.

III. Teaching strategies/techniques

1. Class discussion
2. Text readings
3. Lecture
4. Group work
5. Map, chart and graph analysis and construction
6. Media presentations (films, filmstrips, videotapes, transparencies)
7. Readings/ Worksheets

IV. Major Resources

1. Class Text: People and Our World text & workbook
Pageant of World History text & workbook
2. Supplemental readings (classroom and library)
3. Desk and wall maps
4. Artifact/Realia Kits
5. Audio-Visual Resources:
 - Castle (CTV)
 - The Developing World (SFS)
 - Modern Civilization (SFS/ CTV)
 - Nation Building in Europe (SFS)
 - End of Colonialism (SFS)
 - Quest for Oil (SFS)
 - Rich Nations, Poor Nations (SFS)

V. Methods of Evaluation

- | | |
|--|------------------------|
| 1. Chapter Quizzes | 5. Worksheets/Homework |
| 2. Unit Exams | 6. Essays |
| 3. Mid-year and Final Exams | 7. Class participation |
| 4. Projects (papers, book review, maps models) | |

VI. Career Implications

This course will provide the student with many opportunities to improve reading, writing, listening and critical thinking skills.

World Studies, a course required by all Juniors, will be a historical, cultural and geographical survey of the human past. We will emphasize major concepts through time while looking at political events, leaders, cultural issues and the variety of ways people have adapted to and changed their environment. Various geographic areas of the world will be covered and current issues affecting those areas and the U. S. will be emphasized. This course will involve individual research and readings requiring the use of acquired study and library skills. It will also put a demand on the student to participate in class on a regular basis to share ideas acquired from outside work.

Grade 11

Level III

Prerequisite: None

Credit: 1

Length: 36 weeks

Grading Ref.: 2

I. Course Outline

- A. Ancient Middle East
 - 1. Early People
 - 2. Egyptians
- B. Ancient Far East
 - 1. India
 - 2. Japan
 - 3. China
- C. Ancient Greece & Rome
 - 1. Greeks
 - 2. Romans
- D. World of West Europe
 - 1. Middle Ages
 - 2. Political Change
 - 3. Cultural and Religious Change
 - 4. Conflict
- E. East Europe and Islam
 - 1. Muslim peoples
 - 2. Poland and Russia
- F. Early Africa
 - 1. People and Empires
 - 2. Village Life and Slave Trade
- G. World of Revolution
 - 1. French Revolution
 - 2. Growth of the Americas
 - 3. Industrial Revolution
 - 4. Revolution in Russia
- H. World of Nationalism
 - 1. Modern Nationalism
 - 2. Rise of Imperialism
 - 3. World War I
 - 4. Creating WW II
- I. World of Today
 - 1. U. S. Foreign Relations
 - 2. Latin America in the Twentieth Century
 - 3. Europe Since World War II
 - 4. Asia and the Modern World
 - 5. Africa and the Modern World

World Studies III
Continued:

II. Major Learning Objectives

The student will be able to:

1. Give examples of the impact of geography on human development and interaction.
2. Identify major contributions of great civilizations.
3. List ways in which technology has changed the course of history.
4. Describe the steps in the development and expansion of empires.
5. Identify the major concepts which link ancient, classical, medieval and modern civilization.
6. Explain the influence of the Renaissance and Reformation in the transition to the modern world.
7. Compare and contrast political, economic, and cultural aspect of major areas of the world.
8. List characteristics and give examples of nationalism, imperialism, and militarism and their impact on the modern world.
9. Name and locate selected rivers, mountains, deserts, and bodies of water.
10. Name and locate selected countries and cultural features of the world.
11. Construct and analyze maps, charts and graphs.
12. Write essays, book reviews and short papers, using acceptable format.
13. Through the use of alternative techniques (oral history, genealogy, etc) write one or two MAJOR papers and hopefully inaugurate it into a whole class project.

III. Teaching Strategies/Techniques

1. Class discussion
2. Text readings
3. Lecture
4. Group work
5. Map, chart and graph analysis and construction
6. Media presentations (films, filmstrips, videotapes, transparencies)
7. Readings/Worksheets
8. Outside assigned readings of materials in the library for most units.
9. Short papers on specific aspect of the outside readings--researched beyond text and readings and then presented to the class.

IV. Major Resources

1. Class Text: People and Our World/ text & workbook.
Pageant of World History/ text and Workbook
2. Supplemental readings (classroom and library)
3. Media
4. Desk and wall maps
5. Artifact/Realia kits
6. Impact of the Industrial Revolution
Castle (CVT)
The developing world (SFS)
Modern Civilization (SFS CVT)
Nation of Building in Europe (SFS)
End of Colonialism (SFS)
Quest for Oil (SFS)
Rich Nations, Poor Nations (SFS)

V. Methods of Evaluation

- | | | |
|-----------------------------|--|--|
| 1. Chapter Quizzes | 4. Projects (papers, book reviews, maps, models) | 6. Essays |
| 2. Unit Quizzes | | 7. Class participation & presentation. |
| 3. Mid-year and Final Exams | 5. Worksheets/Homework | |

World Studies III

Continued:

VI. Career Implications

This course will provide the student with many opportunities to improve reading, writing, and listening and critical thinking skills.

PSYCHOLOGY

The basic function of this course is to make you more aware of why you behave the way you do. Topics to be covered are as follows: Personality Development, Perception, States of Consciousness (such as sleep and dreams), Memory and Thought, Learning and Mental Health. This will be a discussion-centered class, also involving student participation in experiments.

Grade: 11 - 12

Level: Above ave.
requiring and reason-
ing ability

Prerequisite: Instructor's
Permission

Credit: 1/2

Length: 18 wks.

Grading Ref: 2

I. Content Outline:

- A. Awareness of The World
 - 1. Sensation
 - 2. The Senses
 - 3. Perception
 - 4. Extrasensory Perception
- B. States of Consciousness
 - 1. Consciousness is limited
 - 2. Consciousness is an active process
 - 3. Altered states of consciousness
- C. Memory and Thought
 - 1. Taking information in
 - 2. Storing information
 - 3. Retrieving information
- D. Body and Behavior
 - 1. The nervous system
 - 2. How psychologists study the brain
 - 3. The endocrine system
 - 4. Drives and feelings
- E. Learning
 - 1. Basic elements of learning: stimulus-response
 - 2. Classical conditioning
 - 3. Operant conditioning
 - 4. Factors that affect learning
- F. Personality Theories
 - 1. Sigmund Freud: The Unconscious
 - 2. Carl Jung: Archetypes & Polarities
 - 3. Alfred Adler: The Struggle For Mastery
 - 4. Eric Fromm: People and Society
 - 5. Humanistic Psychology: Maslow and Rogers

Psychology continued

- G. Disturbance and Breakdown
 - 1. What is Abnormal Behavior?
 - 2. Neurosis
 - 3. Psychosis
 - 4. Personality disorders
- H. Therapy and Change
 - 1. What is psychotherapy?
 - 2. Kinds of therapy
 - 3. Mental Institutions

II. Major Learning Objectives:

The student will be able to:

- 1. describe the field of study known as psychophysics. To familiarize himself with the concept of thresholds and Weber's Law.
- 2. explain the nature of sleep and the findings of sleep researchers.
- 3. explain the nature of consciousness as an active, limited, and constructive process.
- 4. explain the concept of information processing.
- 5. discuss the different types of memory systems.
- 6. understand the different theories that account for memory and forgetting.
- 7. list the parts of the nervous system as well as their functions.
- 8. explain the different ways that psychologists study the brain.
- 9. describe the principles and techniques of classical conditioning.
- 10. understand the principles, techniques and applications of operant conditioning.
- 11. explain the theories of the following psychologists: Freud, Jung, Fromm.
- 12. understand those behaviour patterns that psychologists term neurotic.
- 13. understand the concept of psychosis, several types of psychotic disorders, and the possible explanations for the origin of psychosis.
- 14. explain the nature of psychotherapy and its historical development.
- 15. understand the process of institutionalization, the forms of therapy employed in institutional settings, and new advances in community mental health.

III. Teaching Strategies/Techniques:

- 1. Lectures
- 2. Group discussions
- 3. Movies
- 4. Filmstrips

IV. Major Resources:

- 1. Understanding Psychology - CFM Books
- 2. Inquiries In The Behavioral Sciences - Fenton
- 3. Mental Health - (SFS)
- 4. Sleep Film

V. Methods of Evaluation:

Quizzes

Tests on each section

Four book reviews

Class participation

VI. Career Implications:

This course is particularly beneficial for anyone considering attending college. It provides a good background for college psychology courses.

Sociology

Sociology is concerned with the organization of society - the role of institutions, groups, and individuals in society. The student will learn basic sociological skills, such as interviewing, surveying, etc. An case study approach will be used to introduce these concepts and skills. Sociology is a discussion-oriented course based on daily reading assignments and class participation.

Grade: 11-12	Level: Above average reading and reasoning ability	Prerequisite: None
Credit: 1/2	Length: 18 weeks	Grading Ref: 2

I. Content Outline:

A. Socialization

1. What Makes Us Human?
 - a. Case Studies Of Extreme Social Isolation
2. How Does Self-Concept Develop?
 - a. Moral Judgment
 - b. Norms
 - c. Roles
3. What Is Adolescence?
 - a. How Do We Account For Adolescent Rebellion?
 - b. What Factors Affect Adolescent Self-Esteem?

B. Institutions

1. What Institutions Are Necessary For the Continuation of a Society?
2. Family
3. Education
4. Religion
5. Politics and Economy

C. Social Stratification

1. Social Class - What Is It?
2. The Facts of Social Stratification
3. Ethnic Groups In U.S. Society
4. What Affect Does Ethnicity Have on Life Style and Life Changes?
5. What Is A Minority Group?
6. Prejudice

II. Major Learning Objectives:

The student will be able to:

1. give examples of the complex network of social relationships in their lives.
2. define the nature of culture and how it is transmitted (language, gestures, signs, symbols).
3. explain the formation and enforcement of norms and values.
4. cite examples of deviations from the norm.
5. realize that identities are in large part a product of the groups to which we belong.
6. identify and explain the social importance of each of the 4 basic social institutions: family, education, religion, economy.

7. develop methods of sociological research, especially : sense of the logic of inquiry.

III. Teaching Strategies/Techniques:

1. Student conducted inquiry activities
2. Group discussions
3. Films
4. Filmstrips
5. Lecture

IV. Major Resources:

1. Inquiries In Sociology
2. Society Today
3. Films
4. Filmstrips

V. Methods of Evaluation:

1. Class participation
2. Quizzes
3. Written summaries of surveys
4. Tests
5. Final exam

VI. Career Implications:

Sociology will introduce students to research and survey which are useful in many career fields.

Human Relations

The student will be a member of a group committed to working on human relations skills. In the first quarter the emphasis will be on exploring values and interpersonal goals and practicing communication skills. In the second quarter the emphasis is on working on leadership skills and study and discussion of relevant topics selected by the group. This course will be valuable to any student who desires to work on human relations skills and learn about group dynamics.

Grade: 11-12

Level: All

Prerequisites: None

Credit: 1/2

Length: 18 weeks

Grading Ref: 3

I. Content Outline:

The order, number and emphasis that is placed on these activities or categories of activities varies with each Human Relations class.

- A. Get acquainted or ice breakers
- B. Interpersonal goals
- C. Feedback skills
- D. Daily journals
- E. Awareness expansion activities
- F. Public interviews
- G. Theme songs
- H. Trust activities
- I. Autobiography
- J. Communication skills
- K. Group problem solving
- L. Group leadership days
- M. Group process evaluation
- N. Small group competition activities
- O. Role playing
- P. Topics for discussion - Dreams, Fears, Death, Drugs and Alcohol,
- Q. Male and Female Roles, Parents and Siblings, Future Ambitions and others.
- R. Final Exercise - positive bombardment
- S. Self-evaluation conference

II. Major Learning Objectives:

The student will be able to:

- 1. select an interpersonal goal.
- 2. memorize other group members' interpersonal goals.
- 3. recognize and be able to give helpful feedback.
- 4. keep a daily journal.
- 5. evaluate participation in the group and progress on interpersonal goals.
- 6. have a public interview.
- 7. share a theme song.

8. participate in group activities.
9. lead the group for one class period.
10. participate in the positive bombardment exercise.
11. begin to understand and acknowledge one's contribution to the dynamics of the group.

III. Teaching Strategies/Techniques:

1. Games
2. Group problem solving
3. Small and large group discussion
4. Sharing rounds
5. Role plays
6. Student leadership
7. Art work
8. Journals
9. Autobiographies
10. Interpersonal goals

IV. Major Resources:

1. Human Relations Binder
2. Social Studies Library of Human Relations Activities
3. Meeting Yourself Halfway - Simon
4. Cowstails and Cobras - Project Adventure
5. A Handbook of Structured Experiences for Human Relations - Pfeiffer & Jones
6. Speakers
7. "Search for Values"

V. Method of Evaluation:

Essays
Self evaluation with peer and teacher feedback
Book reviews

VI. Career Implications:

Communication skills and knowledge of group dynamics will be of value to anyone choosing to work with people.

ELECTION YEAR 19--

This is a nine-week course designed to get the student actively involved in American political campaigns. In addition to the actual out-of-class field work (25 hours), the student will be exposed to the role of political parties in American politics and the processes used to nominate and elect state, local, and federal officials. (Offered alternate years)

Grade: 11-12

Level: All

Prerequisite: Civics

Credit: 1/4

Length: 9 weeks

Grading Ref: 3

I. Course Outline:

- A. Basic terms used in the course
- B. 19-- Election Review
 - 1. Offices to be filled
 - 2. Primary results to date
- C. The art of poll-watching
- D. The Nominating Process in America
 - 1. Convention
 - 2. Primary
 - 3. Caucus
- E. Political Parties in America
 - 1. Federalists
 - 2. Democratic-Republicans
 - 3. Whigs
 - 4. Democrats
 - 5. Republicans
 - 6. Third Parties
- F. Labels
 - 1. Conservative
 - 2. Liberal
 - 3. Moderate
 - 4. Reactionary
 - 5. Radical
- G. Poll-Taking
- H. The Current Election
 - 1. Candidates
 - 2. Issues and positions
- I. Electing a President
 - 1. The primaries
 - 2. State caucuses and conventions
 - 3. The National Conventions
 - 4. The election and the Electoral College
- J. The Art of Campaigning
- K. Field work - Campaign 19--

II. Major Learning Objectives:

The student will be able to:

- 1. name the candidates for all major positions in the current election year.
- 2. explain the importance of poll-watching.
- 3. list the 3 methods of nominating used by political parties.
- 4. identify the major political parties throughout American history and the philosophy of each.
- 5. explain the role of third parties.

lectior Year 19-- cont'd

6. distinguish the differences between the terms conservative, liberal, and moderate, and apply those labels to politicians of modern times.
7. conduct a poll of Lebanon voters.
8. explain the role of poll-taking in American elections.
9. identify at least one position held by each of the current candidates for major office.
10. write a paper describing the way a President is elected.
11. explain the importance of his/her work in the campaign of a candidate for office.
12. define the terms: candidate, primary, convention, caucus, political party, conservative, liberal, moderate, reactionary, radical, polls, campaign.

III. Teaching Strategies/Techniques:

1. Text materials
2. Lecture
3. Movie Presentations
4. Filmstrip presentations
5. Field Work
6. Worksheets

IV. Major Resources:

1. Class readings - manuals
2. People Power
3. Filmstrip Series: American Political System
4. Film: Making of the President 1968
5. Selling of the President 1968; Joe McGinnis
6. Xerox pamphlet: Election 1984

V. Methods of Evaluation:

1. Two Unit Tests
2. Final Exam
3. Log work report
4. Two research papers
5. Headquarters Work

VI. Career Implications:

This course is designed for the student interested in American politics and the activity involved therein. It is a course that is especially useful for the student planning to major in political science in college or for the student who is simply interested in politics, both currently and in the past.

DANGEROUS PARALLEL

The name for this course is taken from the game a student will take part in as a leader of a country who is responsible for making important foreign policy decisions that will affect our country's future and the future of others. After the simulation, students will go on to look at how a similar crisis in our history was handled - The Cuban Missile Crisis. While dealing with the Missile Crisis, students will also take a look at how our foreign policy decision-making takes place.

Grade: 11-12

Level: All

Prerequisite: None

Credit: 1/4

Length: 9 weeks

Grading Ref: 3

I. Course Outline:

- A. History of Foreign Policy
 - Major Trends and Developments:
 - a. Monroe Doctrine
 - b. Manifest Destiny
 - c. The Big Stick
 - d. Cold War
- B. Foreign Policy Decision-makers
 - Who Wields the Power?
 - a. Constitutional Authority
 - b. Recent Trends
- C. Dangerous Parallel - Simulation Game
 - Students Take Roles of National Leaders
- D. The Cuban Missile Crisis - A Case Study
 - 1. Major Events
 - 2. Decision-Making Process

II. Major Learning Objectives:

The student will be able to:

1. complete a time line, accurately listing the major trends in U.S. Foreign Policy.
2. explain the Monroe Doctrine and give a recent example of its importance.
3. trace the evolution of the U.S. from an isolationist country to a world power.
4. list the major individuals involved in the formulation of U.S. foreign policy.
5. appreciate the complexity of foreign policy decision-making by playing the role of a national leader.
6. rationally analyze a decision by predicting its possible outcomes.
7. list the events leading up to the Cuban Missile Crisis.
8. compare the situation of 1961 with the (present) Russian brigade in the 1980's.
9. analyze the merits of the decisions made during the missile crisis.

III. Teaching Strategies/Techniques:

1. Lectures
2. Group work
3. Audio-visual aids

Dangerous Parallel cont'd

IV. Major Resources:

1. Thirteen Days
2. Handouts on the history of foreign policy
3. Movies on the history of foreign policy
4. Cuban Missile Crisis (CVT)
5. Dangerous Parallel (Simulation)
6. The Cold War (Xerox)
7. U.S. Foreign Policy (SFS)
8. Age of Megaton (SFS)

V. Methods of Evaluation

1. 3 tests
2. Class participation - particularly during the simulation
3. Quizzes

VI. Career Implications

This will give an introduction to the work of foreign policy professionals.

Native Americans

The student will study Native Americans from the earliest archeological reconstruction of the Paleo Indian culture to present day reservation life. The course is a geographical as well as chronological survey. Beginning with New England pre-contact societies, the impact of white explorer's, trader's, and settler's waves of expansion across the North American continent are studied. By examining native American legend, art, dance, poetry and craftsmanship the students are given an opportunity to learn about the essence of Native American way of life.

Grade: 11-12

Level: All

Prerequisite: None

Credit: 1/4

Length: 9 weeks

Grading Ref: 3

I. Course Outline:

- A. Pre contact
 - 1. Paleo
 - 2. Archaic
 - 3. Woodland
 - 4. Abenaki
 - 5. Iroquois
- B. Contact
 - 1. Explorers
 - 2. Fishermen and traders
 - 3. Settlers
 - 4. Impact
 - 5. Cultural clash of European and Native American
- C. Indian Wars, Removal, Resettlement, Broken Treaties and Reservations
 - 1. New England
 - 2. Ohio Territory
 - 3. South East
 - 4. Plains
 - 5. Southwest
- D. Native Americans in the late nineteenth and twentieth centuries
 - 1. De-Indianize-boarding schools
 - 2. U.S. Government Relations
 - a. Legislation
 - b. B.I.A.
 - c. Red Power
 - d. Case Study - Cree
 - e. Issues in the Eighties

II. Major Learning Objectives:

The student will be able to:

- 1. list five basic characteristics of hunting and gathering societies.
- 2. identify the different cultural traits of the Paleo, Archaic and Woodland Indians.
- 3. list ten ways contact with the European had an impact on Native American culture
- 4. list four ways the Native American and European cultures clashed.
- 5. describe the accomplishments of four famous Native American leaders.
- 6. describe the Plains Indian lifestyle before their acquisition of the horse, in their golden age, and on their reservation today.
- 7. identify major legislation affecting the Native Americans in the late nineteenth and twentieth centuries.

THE AMERICAN WEST

Americans have always had a strange fascination for the "West." In this course students will see what the West was really like and will study the Indians, Mountain Men, Cattlemen, and Pioneer Settlers, to name a few. In addition to readings geared to interest and ability levels, film strips, movies, and slides will be used.

Grade: 11-12

Level: All

Prerequisite: None

Credit: 1/4

Length: 9 weeks

Grading Ref: 3

I. Course Outline:

- A. The post-Revolutionary War West
 - 1. The Old Northwest
 - 2. The Mountain Men
 - 3. Pioneer Settlers before the Civil War
 - The Oregon Trail and the Donner Party
- B. Manifest Destiny and Expansion of the U.S.
 - 1. Treaty of 1803
 - 2. Louisiana Purchase
 - 3. Florida, Oregon, Texas
 - 4. The Mexican-American War and the Mexican Cession
- C. Map Study
 - 1. Geographical features: rivers, mountains, trails, states and Indians
 - 2. Expansion outline map of the U.S. 1783-1853
- D. Pioneer Settlers after the Civil War
 - 1. Settling the Great Plains: comparison and contrast to pre-Civil War period
 - 2. New inventions
- E. Indian-White relations
 - 1. Pre-Civil War: Jackson and removal, Indian wars.
 - 2. Post Civil War
 - a. Indian wars: Chief Joseph and the Nez Perce

II. Major Learning Objectives:

The student will be able to:

- 1. describe the life of a pioneer in the North West Territory.
- 2. identify on a map the land acquisitions of the U.S. 1783-1853.
- 3. arrange these land acquisitions in chronological order.
- 4. describe a typical journey along the Oregon Trail: to include major items taken, dangers along the way, and the possible destination of settlers.
- 5. identify major geographical features of the American West on a map.
- 6. compare and contrast settlement of the West before and after the Civil War.
- 7. take part in small group discussions on dilemmas of settlement of the American West.
- 8. identify and explain the major causes and results of problems between Indians and whites between the period 1783-1890.
- 9. interpret and answer questions based on maps, charts and short readings concerning themes of the American West.

III. Teaching Strategies/Techniques

- 1. Lecture/Discussion
- 2. Small group discussions/activities based on Moral Dilemmas
- 3. F/S, Movie, and slide presentations
- 4. Maps, charts, graphs, and short readings on the West

The American West cont'd

IV. Major Resources:

1. American West Reading Folder
2. Cummins & White: The American West
3. Cuban & Rodan: Promise of America
4. Movies, slides, F/S

V. Evaluation

1. 2-3 Exams
2. Quizzes
3. Worksheets
4. Small group discussions/assignments
5. Project
6. Class participation
7. Final Exam

VI. Career Implications:

This course will provide the student with a number of experiences to improve reading, writing and critical thinking skills. The cultural clashes inevitable in expansionism are relevant to an understanding of contemporary American and other societies which shared a similar experience.

OVER THERE

The student will study in depth the two major world wars of the 20th Century. The causes, major events, and results of each war will be studied. Students will be encouraged to interview people who were involved in these wars, either on the homefront or abroad. Movies, slides and filmstrips will be used

Grade: 11-12

Level: All

Prerequisite: None

Credit: 1/4

Length: 9 weeks

Grading Ref: 3

I. Course Outline:

A. WWI

1. Causes in Europe
2. Causes of American participation
3. America on the Home Front
 - a. mobilization: women and Blacks
 - b. propaganda
 - c. suppression of dissent
4. America at war
 - a. life in the trenches
 - b. new weapons
5. The League of Nations
 - a. Wilson's 14 Points
 - b. reasons for rejection
 - c. seeds of WWII established

B. WWII

1. Causes of in Europe and Asia: Germany and Japan
2. Causes of American Participation
3. The war in Europe, Africa, Asia
4. The U.S. homefront
5. The Holocaust
6. The defeat of Germany
7. The defeat of Japan; the Hiroshima Decision
8. Russia vs. the U.S.

C. Map Studies

1. WWI
 - a. major countries, events
 - b. after WWI
2. WWII
 - a. location of major countries, events: Europe, Africa, Asia
 - b. the world after WWII: Communism vs. Democracy, The Third World

II. Major Learning Objectives:

The student will be able to:

1. list 3-5 causes of WWI and WWII.
2. identify reasons for U.S. participation in WWI and WWII.
3. describe the homefront in the U.S. during WWI & WWII.
4. describe the life of a soldier at war
5. list 2-3 arguments supporting and attacking the League of nations.
6. successfully participate in a simulation game on WWI.
7. describe what the Holocaust was and why it happened.
8. identify aspects of WWI and WWII from a list.

Over There Continued

9. list major events of WWI and WWII in chronological order.
10. identify major countries and events for WWI & WWII on a map.
11. list arguments for and against the dropping of the atomic bomb.
12. develop and complete a project/interview of WWI or WWII.

III. Teaching Strategies/Techniques

1. Filmstrip and overhead projection presentations
2. Lecture/discussion
3. Slide presentations
4. In-class worksheets/maps
5. Guest speakers

IV. Major Resources

1. Over There Binder
2. Xerox Booklets: WWI and WWII
3. Simulation games
4. Rise of the American Nation
5. Filmstrips
 - Causes of WWI (SFS)
 - Causes of WWII (SFS)
 - Hiroshima Decision (SFS)
 - War Crimes (SFS)
 - Arming the Earth (CVT)

V. Methods of Evaluation

1. Tests
2. Quizzes
3. Worksheets
4. Class Participation
5. Final Exam
6. Project

VI. Career Implications

This course will provide the student with an understanding of the various causes of the two major world wars and their attendant horrors.

The purpose of this course is to make the student more aware of the forces affecting our economy today. Involved here will be an understanding of the basic economic rules and applying them to the present system. Other topics such as inflation, the function of our banking system, and the purpose and value of money will also be covered. Each Friday will be spent in simulated investment in the stock market.

Grade: 11 - 12	Level: Above average reading & reasoning ability	Prerequisite: None
Credit: 1/5	Length: 9 weeks	Grading Ref.: 2

I. Content Outline

- A. Introduction to Economics
 1. The Economist's View
 2. Ideal Economic Systems
 3. The American Economy
- B. Microeconomics
 1. A market economy
 2. Competition and the market
 3. Limitation of the market
 4. Government in the economy
 5. Income Distribution
- C. Macroeconomics
 1. National income
 2. Demand and supply
 3. Money and monetary policy
 4. Fiscal policy
- D. Changing Economy
 1. Economic growth
 2. The public sector
 3. The world economy
 4. Problems in the American economy

II. Major Learning Objectives:

The student will be able to:

- explain certain fundamental assumptions of economics
- understand and apply the concept of trade-offs
- define and give examples of the three major type of economic systems: traditional, command, and market
- explain how the American economy combines elements of all three major economic systems
- define the role of various economic institutions in American society
- use major concepts of a market economy, such as supply, demand, competition, monopoly
- describe the role of government in the American economy, including regulations and income distribution

- apply major concepts of macro and micro economics, such as supply, demand, GNP, fiscal and monetary policy
- give examples of advantages and disadvantages of economic growth
- explain how the American and world economy are inter-related.
- identify and suggest possible solutions for three major economic problems in America today.
- gather data from graphs, charts, interviews, reading, and viewing

III. Teaching Strategies/Techniques

1. Lecture
2. Class discussion
3. Group work
4. Simulation
5. Media
6. Field Trips

IV. Major Resources

1. Economics: Meeting Peoples Needs
2. Workbook for Economics, Meeting Peoples Needs
3. Multi-Media Kits
 - a. Inflation
 - b. Unemployment
4. Sound Filmstrips
 - a. Our Money System
 - b. Our Credit Economy
 - c. Inflation, Recession, Depression
 - d. The Consumer and the Government

V. Methods of Evaluation

1. Unit tests
2. Quizzes
3. Projects
4. Final Exam

Law II

Constitutional law is studied in-depth, with emphasis on the United States Supreme Court and its decision-making process. The student will study the issues and decisions of thirty landmark Supreme Court decisions.

Grade: 11 - 12	Level: Above average reading & reasoning ability	Prerequisite: Civics
Credit: 1/4	Length: 9 wks.	Grading Ref: 2

I. Content Outline

- A. The Federal Court System
 - 1. U.S. District Courts
 - 2. U.S. Courts of Appeal
 - 3. U.S. Supreme Court
- B. The State of New Hampshire Court System
 - 1. District Courts
 - 2. County Superior Courts
 - 3. New Hampshire Supreme Court
- C. Review of Terms from Law I
- D. The United States Constitution
 - 1. The 7 Articles
 - 2. The 26 Amendments
- E. The United States Supreme Court as Interpreter of the Constitution.
- F. United States Supreme Court Cases
 - 1. Freedom of Belief Cases
 - 2. Freedom of Expression Cases
 - 3. Rights of the Accused Cases
- G. Review of Recent Supreme Court Decisions

II. Major Learning Objectives

The student will be able to:

- 1. explain the jurisdiction of federal and state courts.
- 2. identify and explain each of the 26 amendments to the U.S. Constitution.
- 3. write a brief.
- 4. identify the major issue facing the U.S. Supreme Court in each of thirty (30) cases.
- 5. explain the case of the plaintiff and that of the defendant in each of thirty (30) Supreme Court cases.
- 6. explain the majority opinion and its implications in each of thirty (30) Supreme Court decisions.

7. explain the dissenting opinion and its implications in each of ten (10) Supreme Court cases.
8. define the terms: brief, oral argument, majority opinion, dissenting opinion, and concurring opinion.
9. identify the amendments that were interpreted in each of the thirty (3) Supreme Court cases.
10. explain what causes the Supreme Court to reverse itself.

III. Teaching Strategies/Techniques

1. Class Discussion
2. Daily analysis of Supreme Court decision (written)
3. Field Trip to New Hampshire Supreme Court
4. Filmstrip presentations

IV. Major Resources

1. Vital Issues of the Constitution
2. U.S. Constitution
3. Justice and The Law (SFS)
4. The Brethren

V. Methods of Evaluation

1. Three unit tests
2. Final examination
3. Quizzes
4. Research paper
5. Daily analysis papers

VI. Career Implications

This course is designed for the higher-ability student with an interest in law. This course should give the student a good idea of whether he would like to pursue legal studies in college.

DEATH, GRIEF, AND LOSS

We live in a "death-denying society." Many people have difficulty in sharing feelings, experiences, grieving and getting information. We are often caught unprepared for a sudden loss or death in our lives. This course will help the students to establish strategies for dealing with the death and loss that they will encounter in their lives. Students will be given an opportunity to explore their feelings about death and to gain a more realistic understanding of the fact of death, and loss.

Grade: 11-12

Level: All

Prerequisite: None

with approval of instructor

Credit: 1/4

Length: 9 wks.

Grading Ref: 3

I. Content Outline:

A. The Meaning of Death

1. Fears toward death
2. The U.S. as a death-denying society
3. Symbolic immortality
4. Awareness contexts
5. Kubler-Ross stages
6. Values and death exercises/coping with death
7. Historical perspectives on death
8. Personal definition of death

B. Funerals

1. Customs around the world
2. U.S. funeral rites
3. Decisions to be made: personal and legal
4. The grief and mourning process
5. Field trip: funeral home/cemetery

C. Euthanasia

1. Definition
2. Arguments for/against
3. Patient's Bill of Rights
4. Living Will
5. Role play: Euthanasia Bill/Group Situations/Euthanasia Play

D. The Hospice: A Better Way of Dying?

1. Definition: a place--an idea
2. Needs of dying people: home vs. hospital

E. Suicide

1. Psychological and sociological causes
2. Teenage suicide: causes and prevention
3. The myths of suicide
4. Speaker on teenage suicide/Charlotte Sanborn Dept. of Psychiatry
Dartmouth-Hitchcock Medical Center

F. Alternate Topics

1. Old age
2. Death in literature

3. Death in music
4. Life after death
5. Death in the media/newspapers and TV
6. Death in war

II. Major Learning Objectives:

The student will be able to:

1. identify 5-7 fears people have about death.
2. describe the role of technology in influencing attitudes toward death.
3. list and give examples of Kubler-Ross's 5 stages of Death and Dying.
4. describe 3-5 important decisions that must be made when planning a funeral.
5. discuss various topics concerning death in small groups and come to individual/group decisions or points of view.
6. describe a healthy grief process and its importance to someone who has suffered a personal loss.
7. list 3 arguments for and against Euthanasia.
8. take a role in a role playing situation concerning a Euthanasia Bill and present his/her position in a model Legislative hearing.
9. identify the special needs and rights of a terminally ill person in order to help the person to "die with dignity."
10. describe the workings of a Hospice and what it offers to a terminally ill person.
11. list 3-5 causes of teenage suicide.
12. describe 3-5 signs of suicide and methods of dealing with a suicidal person.
13. define 12-20 death vocabulary words from a list.
14. write a personal definition of death.

III. Teaching Strategies/Techniques:

1. Lecture/Discussion
2. Group work on questions/situations/reading worksheets
3. Death word puzzle and vocabulary list
4. Role plays/simulations
5. Creative drawings or writing
6. Guest speakers

IV. Major Resources

1. Death & Dying (SFS), Gramp (SFS)
2. Individual, Society & Death Suicide (SFS)
3. Discussing Death
4. Guest speakers
5. Newspaper and magazine articles

V. Methods of Evaluation

1. Class participation
2. 2-3 exams
3. Quizzes
4. Projects
5. Reading and filmstrip worksheets
6. Final exam

VI. This course will increase the student awareness death as a part of the

Women

The student will have an opportunity to study the changing role of women in America. What are the causes and the ramifications of the evolution of women's role? Important women in history, trends in feminism, women's issues in the eighties, and the impact of feminism on men are studied. This is a valuable course for young people to consider the influence society has on their images of femaleness and maleness and to discuss key issues of their identity. We strongly urge that males consider this course.

Grade: 11- 12

Level: All

Prerequisites: None

Credit: 1/4

Length: 9 wks.

Grading Ref: 3

I. Content Outline:

A. Historical perspective of American Women

1. Key dates, events and movements
2. Important women
3. Trends in feminism
4. Men's issues with feminism

B. Theories about male and female differences

1. Freudians
2. Behaviourists
3. Self-concept development
4. Margaret Mead's cross-cultural studies of sex role

C. Life stages of women

1. Childhood
2. Adolescence
3. Adulthood
4. Marriage
5. Birth and Parenting
6. Old age

D. Women and literature

E. Women and education

F. Women and economics

G. Women and the mass media

H. Women and the law

I. Special Topics - depending on class preference

II. Major Learning Objectives:

The student will be able to:

1. identify important women in American history.
2. identify important events in the feminist movement.
3. explain the behaviorist and Freudian viewpoints about male and female differences.
4. explain and give examples of sex role stereotyping.
5. identify roles, major decisions, adjustments and sources of joy characteristic of the various life stages.
6. list at least four categories of concerns in determining the viability of a marriage.
7. list the common causes and effects of divorce.
8. list at least three of the feminist objections to traditional education, religious institutions, governmental institutions and the mass media.
9. discuss the pros and cons of the Equal Rights Amendment.
10. discuss how feminism affects men in our society.

III. Teaching Strategies/Techniques:

1. Readings and worksheets
2. Filmstrips and worksheets
3. Speakers
4. Small and large group discussions
5. Projects
6. Role plays
7. Simulations

IV. Major Resources:

1. Social Studies library of women's studies
2. Women Binder
3. Male and Female Relationships

V. Methods of Evaluation:

1. Three unit tests
2. Final exam
3. Worksheets
4. Project
5. Class participation

- VI. This is valuable for students who choose a socially oriented profession and will be dealing with the issues of male and female roles in our society.

Lebanon's Future

Over the past 25 years Lebanon has been undergoing changes in shape and appearance. Shopping centers, 'The Mall', new industries and new houses have been added. These are surface changes. Now let us ask why and how this happened? What events or factors have entered into this growth and development? Are the changes occurring in Lebanon similar to those happening in other American cities or are we unique in our position? What effect have these changes had on Lebanon, both physically and culturally? How carefully were these changes planned and, more importantly, what planning is going into the future growth of Lebanon? Will we make the same mistakes as other cities or realize that in order to survive, man must recognize the necessity to respect and not destroy his physical surroundings?

Grade: 11 - 12	Level: All	Prerequisites: None
Credit: 1/4	Length: 9 wks.	Grading Ref: 3

I. Content Outline

- A. Population trends in the U.S.
 - 1. Density per square mile
 - 2. Fastest and slowest growing states
 - 3. 10 largest cities and metropolitan areas
 - 4. Megalopolis
- B. Population trends in N.H.
 - 1. Impact of interstate highways
 - 2. Cities of N.H.
 - 3. Influx of Megalopolis into N.H.
 - 4. Population projections for the Upper Valley
- C. Changes in Lebanon
 - 1. Attractiveness of the Upper Valley for business and residential location
 - 2. Major new areas of industry, commerce, and housing
 - 3. Rte 12-A: Why? Where will it end?
 - 4. Impact of energy on future trends in Upper Valley
 - 5. New town: will it happen?
- D. Zoning
 - 1. What is it?
 - 2. Do we need it?
 - 3. Specific zones in Lebanon
 - a. What do they allow?
 - b. Why were they created?
 - c. Are they a useful tool in controlling growth?

Lebanon's Future cont'd

E. Second Home Communities

1. Eastman, Quechee Lakes
2. What will be their impact on the Upper Valley?

II. Major Learning Objectives

The student will be able to:

1. locate on a map of the U.S.: the general areas of sparse and dense population, the 10 largest U.S. Cities, Megalopolis.
2. locate on a map of N.H.: the general areas of sparse and dense population, the cities of the state, that part of the state being absorbed into megalopolis.
3. define the term megalopolis.
4. explain the role the interstates have played in Lebanon's growth.
5. trace the projected population growth to the year 2000 in Lebanon and surrounding Upper Valley towns.
6. explain 3 basic factors which point to continued growth for the area.
7. locate examples of recent commercial, industrial, and residential growth in Lebanon.
8. explain the importance of a zoning ordinance.
9. list and explain the zones contained in the Lebanon zoning ordinance.
10. construct a logical scenario describing Lebanon's future.

III. Teaching Strategies/Techniques

1. Group work
2. Map activities
3. Lecture
4. Field trips
5. Speakers
6. Movies and filmstrips

IV. Major Resources

Lebanon Future Binder

1. Boomtown on the Connecticut - N.H. Times
2. A Little Bit of Boston in the Granite State - Boston Globe
3. Growth in the Valley - C.V.R.
4. Upper Valley Growth - Valley News
5. Lebanon Zoning ordinance
6. Upper Valley population statistics
7. Filmstrip: - Where We Live
8. Film: We

V. Methods of Evaluation

1. Quality of map work
2. Class participation
3. Tests
4. Quizzes

VI. Career Implications

This course will be particularly helpful to anyone considering a career in urban or regional planning.

Year 2000

Laser weapons, weather control, machines for teaching, life to 150, test-tube babies, all manual labor done by robots.... All of these developments have been predicted by one or more experts to be reality by 2000 A.D. What will that society be like when you are 45 - 50? Do you have any fears about the future? Would you like to help control your own future? A yes! to any of the above means that this is for you. Special emphasis will be placed on the topic of man's ability to redesign himself.

Grade: 11- 12

Level: All

Prerequisite: None

Credit: 1/4

Length: 9 wks.

Grading Ref: 3

I. Content Outline:

A. Ideas of Renowned Futurists - Meade, Brower, Commoner

1. Future of Child Rearing
 - a. traditional vs. communal
 - b. role of parents and community
2. Misuse of the Environment
 - a. polluting technologies
 - b. energy resources
3. Capitalist Profit Motive

B. Possible changes in American Life

1. Family
 - a. nuclear vs. extended
 - b. change from agricultural to industrial society
2. Work
 - a. jobs of the future
 - b. effect of changes on society
3. Energy
 - a. America's energy situation
 - b. competing energy sources
4. Technology
 - a. American faith in technology
 - b. population increase

C. Bio-medical Experimentation

1. Activities underway
 - a. transplants and implants
 - b. exploring man's mind
 - c. world of the unborn
 - d. cloning
2. Possible consequences

II. Learning Objectives:

The student will be able to:

1. trace the decline of the extended family and rise of the nuclear family, giving reasons for the trend.
2. explain the significance of the term "Throwaway Society!"
3. give possible future alternatives to the family as we know it today.
4. list consequences of limited energy reserves and alternate energy.
5. list jobs that hold promise in the future as well as those that may possibly be eliminated.
6. explain techniques that may slow down the process of aging.
7. explain the process of cloning.
8. define cybernetics and its uses.
9. list techniques of future brain control.
10. have a more open attitude to the prospect of rapid changes in the future.

III. Teaching Strategies/Techniques:

1. Audio visual aids
2. Worksheets on filmstrips
3. Group discussions
4. Individual reading

IV. Major Resources:

1. Redesigning Man, Year 2000 - What Will We Bring to the Future?
Forecasting the Future - Can We Make Tomorrow Work? (Filmstrips)
2. Several articles dealing with various future possibilities
3. The Future
4. The Future: Can We Shape It?
5. Year 2000 Binder
6. "What the Next 50 Yrs. will Bring" (USMWR)

V. Methods of Evaluation:

1. 3 tests
2. Class participation
3. Completion of filmstrip worksheets
4. Project

VI. Career Implications:

The unit on work allows insight into the types of jobs which will or will not be available in the future.